

Social, Emotional, and Mental Health

Code of practice

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

How to know what level of need this child/young person has:

This is not an exhaustive list; other interventions may be appropriate:

- Boxall
- Emotional literacy checklist
- SDQ (Strengths and Difficulties Questionnaire)
- Observations

Helpful organisations and strategies

Organisations:

- **Educational Psychology Service**
 - Circles of friends (ages 6-13+)
 - ELSA training and supervision
- **CAMHS**
 - Thrive approach
- **Inclusion service**
- **Oakfield short stay school**
- **Inclusion forums**
- **Virtual Schools**

Strategies:

- Circle of Friends, Cognitive Behaviour Approaches, [Drawing and Talking](#), Social Stories, [Mindfulness in schools](#) (7-11 and 11-18), Solihull Approach, Emotion Coaching, Trauma Informed Practice
- Investigating any learning needs linked to behaviour/SEMH presentation

School based intervention

A child or young person whose needs are met by school-based additional support with some use of delegated SEND funding.



Examples of additional Interventions that should be considered

Assessment and planning

- Observations by SENCo/ Pastoral Lead
- Use of Goodman's Strengths and Difficulties Questionnaire (SDQ) or Boxall Profile to gain profile and plan strategies
- Pupil involved in setting and monitoring their own SMART targets.
- Parents/carers involved regularly and know how to support targets at home
- Behaviour records analysed to consider triggers and patterns
- Risk assessment to identify potential difficulties
- Referral to Oakfield or secondary partnership for discussion around meeting needs
- Person-centred planning approaches used

Teaching and learning

- Sharing of advice on CYP's needs, triggers and successful strategies and targets, e.g. use of visual supports, developing organisational skills.
- Classroom Teaching Assistants (TAs) are targeted towards support for accessing specific tasks/settings, based on agreed SMART targets.
- Learning tasks differentiated by task and outcome to meet individual needs.
- Personalised reward systems covering targeted lessons / activities.
- Careful consideration to group dynamics within class
- Careful consideration to preferred learning style and motivational levers for the CYP when differentiating.
- Opportunities for small group work based on identified need

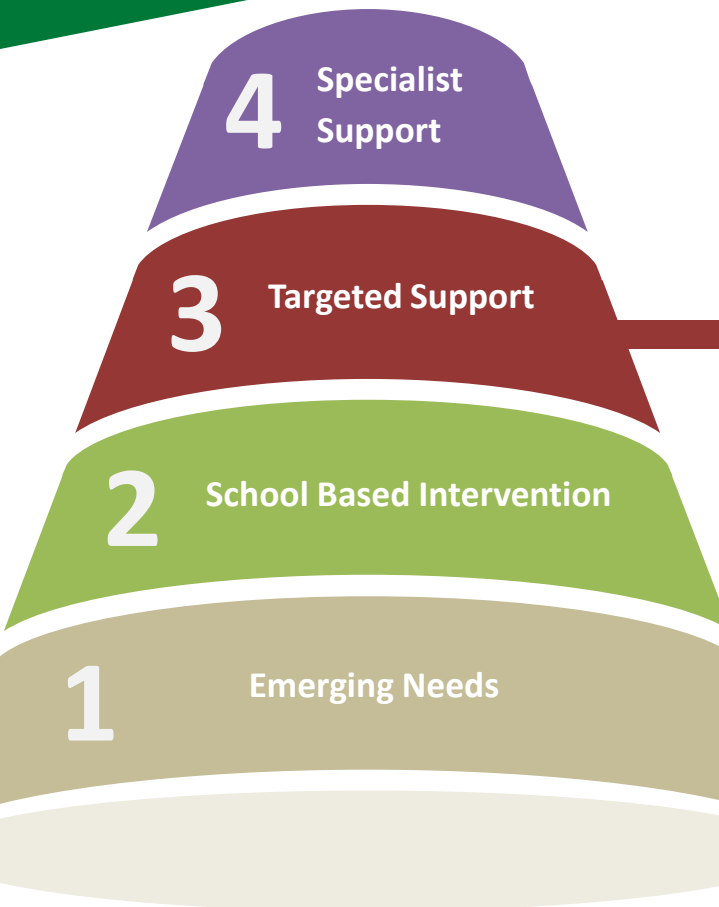
Curriculum and interventions

- Access to individual and/or small group support, e.g. ELSA
- Group work to be planned and tailored to meet identified need and includes good role models.
- Preparation for changes to activities/routines/staffing.
- Oversight when moving between locations.
- Educational visits are planned well in advance, risk-assessed, and contingency plans are in place
- School uses specific interventions known to benefit children with ADHD, ASD traits, attachment issues etc
- Support available for CYPs who have suffered loss, e.g. bereavement
- Peer support interventions used
- Embed Trauma Informed Practice within all aspects of school life

Targeted support

A child or young person on the SEND register whose needs are met using delegated SEND funding, with initial advice from external partners. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

Examples of additional Interventions that should be considered



Assessment and planning

- SEN Support Plan/IEP, informed by [SDQ](#) or [Boxall Profile](#) with, carefully scheduled review cycles that are fully implemented.
- Outcomes Targets that are set include attendance, academic progress, evidence of improved attitudes and behaviour. These are agreed and monitored with school, CYP and parents/carers.
- Specialist assessments, e.g. Oakfield short stay school or partnership, educational psychology, etc.
- Consideration of referral to CFWS, social care or CAMHS and health services
- Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life

Teaching and learning

- Identified daily support to teach social skills and address behavioural targets on PSP or outcomes in SEN Support Plan.
- Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times.
- Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum.
- Regular/daily small group teaching of social skills.
- Individualised support to implement recommendations from support services.

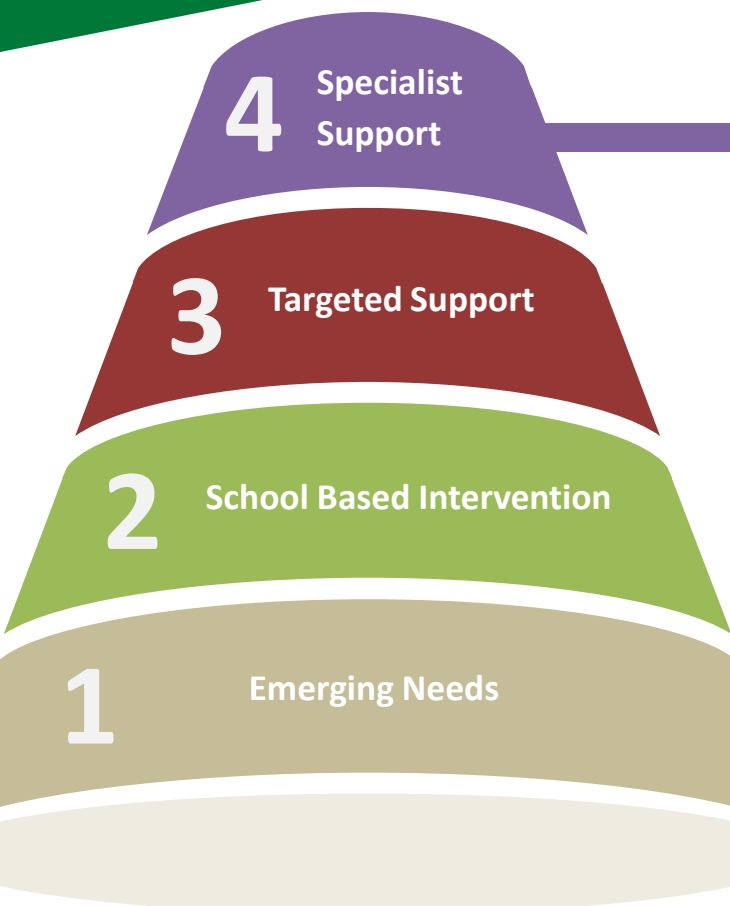
Curriculum and interventions

- Access to additional adult support up to 15 hours per week (Element 2)
- Personalised timetable introduced in negotiation with the CYP, parents /carers and staff.
- Alternative curriculum opportunities (at KS4 these may include vocational / college / work placements) including access to Alternative Provisions, or programmes managed by the secondary partnerships.
- Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g. ELSA)
- Targeted interventions to address self-harm, anxiety (including separation anxiety), issues around ADHD (e.g. 1,2,3 Magic)

Specialist support

A child or young person on the SEND register whose needs are met alongside external partners, using delegated SEND funding. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

Examples of additional Interventions that should be considered



Assessment and planning

- Specialist assessments, e.g. Behaviour Partnership, Educational Psychologist (EP), Youth Justice Team, CAMHS
- Long term multi agency involvement to provide more detailed assessment of the CYP's difficulties and needs (EP, CAMHS, YOT), and to plan interventions
- Risk assessments in place to identify dangers and need for additional support
- Impact of interventions is assessed using relevant tools.
- Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or programme management needed.

Teaching and learning

- Identified individual support across the curriculum in an inclusive mainstream setting.
- Regular teaching of social skills to address behavioural targets,
- Use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times.
- Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address CYP's specific needs, may include withdrawal.
- Individualised support to implement recommendations from relevant professionals

Curriculum and interventions

- Teaching focusing on both learning and social- emotional curriculum
- Personalised timetable introduced in negotiation with CYP, parents and staff. This may include temporary withdrawal from some activities.
- Alternative curriculum opportunities at KS4, e.g. vocational/college/ work placements
- Formal meetings using Restorative Practices, to include parents/carers .
- Support through solution- focused approaches from External Support Service, for staff working with the CYP
- Where CYP is working below age-related expectations, personalised programmes will be required to address gaps in learning due to SEMH needs
- Consideration to access arrangements for internal and external examinations.